THE IMPLEMENTATION OF TWO STAY TWO STRAY (TSTS) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

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Abstrak. Penelitian ini bertujuan untuk meneliti i) apakah ada peningkatan signifikan pada keterampilan pemahaman membaca siswa sebelum dan setelah penerapan strategi TSTS dan ii) respon siswa terhadap penggunaan strategi TSTS. Pendekatan penelitian ini adalah kuantitatif dan kualitatif. Subjek penelitian ini adalah 33 siswa tingkat kedua SMP Muhammadiyah 3 Bandar Lampung. Tes membaca dan kuesioner digunakan sebagai alat pengumpulan data. Data dianalisis dengan menggunakan *Paired Sample t-test*. Hasil penelitian menunjukkan bahwa terdapat perbedaan signifikan pada kemampuan membaca siswa dengan tinggat signifikansi 0.05. Hasil dari kuesioner menunjukkan bahwa siswa memberikan respon yang positif tentang penggunaan strategi TSTS. Hal ini menandakan bahwa strategi TSTS dapat diterapkan untuk meningkatkan keterampilan pemahaman membaca siswa.

Abstract. The objectives of this research were to find out i) whether there was a statistically significant difference of students' reading comprehension achievement before and after the students were taught through TSTS strategy and ii) the students' responses of the implementation of TSTS strategy. The approach of the research was quantitative and qualitative. The subjects were 33 students of the second grade of SMP Muhammadiyah 3 Bandar Lampung. The reading tests and questionnaire were used as the research instrument. The data were analyzed by using Paired Sample t-test. The result showed that there was a statically significant difference of students' reading comprehension with the significant level 0.05. Furthermore, the students positively responded the implementation of TSTS strategy. This suggests that TSTS strategy facilitates the students to improve their achievement in reading comprehension.

Keywords: reading, reading comprehension, two stay two stray (TSTS) strategy

INTRODUCTION

Reading is one of four language skills that learners should master. By reading, the learners will get a lot of information. Reading can also open window of the world and make the learners gain knowledge. Naturally, reading works as a means of communication between a writer and a reader. According to Grabe and Stoller (2002), reading is the ability to draw meaning from printed page and interpret the information appropriately. Cameron (2001) states that reading is actually about understanding, it is not only to understand the word or code but also the grasp the message that is conveyed of the text. It means that reading is not a simple way which only makes sound of the text but also the process of comprehending the text. In reading the readers deal with the goal which is to understand the whole message of the text, and to understand the text the readers should gather the concept first. In the classroom context of reading comprehension, the students take a role as a reader of the text. It means that they must be able to comprehend the reading materials which are shown as the written texts. Furthermore, reading in Junior High School becomes one of the most important skills to be tested in daily test, mid-semester test, semester-test, school examination and national examination (UN) as well. In order to achieve those important goals, the teacher should be successful enough in making the students comprehend the text well.

Unfortunately, some English teachers still apply a conventional strategy to teach reading and it usually makes the students bored because the strategy is monotonous. Wichadee (2003) states that the teacher-centered approach taking place in traditional classrooms does not produce active recipients and results fossilized language learning. It is not effective enough to promote language. The conventional strategy makes the students read the text individually so, the students have different understanding of the text because there is no interaction of the students and also the students do not tend to listen the teacher because there is not variety of teaching. Therefore, the teacher should find a strategy to overcome this problem. Thus, the teacher should apply a good strategy in order to make the students receive the lesson easily. There are many strategy which are used in teaching reading. Two stay two stray strategy may be considerably more effective for the students in teaching learning process.

Two stay two stray strategy is a model of cooperative learning that emphasizes the interaction between groups, cooperation, responsibility and participation of learners. This strategy enables the students to share the result of their reading from the subject matter given to the others students in a group. Lie (2002) states that by using TSTS strategy the students are allowed to ask and argue with their friends that bring their social life by having interaction with other instead of working individually. By applying TSTS strategy there will be an interaction and two ways communication between students instead of just listening to the teacher's explanation or doing the task alone. The students can ask or even argue and share their

opinion within the group members. Moreover, there were two previous research which proved that TSTS strategy could improve students' reading comprehension and effective to make students to be active participation in teaching learning process (Sukmayati, 2014; Hanifah, 2014).

Considering the statement above, the researcher proposed TSTS as a strategy in teaching reading comprehension. Therefore, the objectives of this research are (1) to find out whether there is a significant difference of students' reading comprehension achievement before and after being taught by using two stay two stray strategy at the second grade of SMP Muhammadiyah 3 Bandar Lampung, (2) to investigate which aspect of reading comprehension improved the most and the least after being taught by using two stay two stray strategy and (3) to investigate students' responses of the implementation of two stay two stray strategy in reading class.

METHODS
The approach of the research was quantitative and qualitative. The design was one group pre-test and post-test design. The population of the research was students of the second grade of SMP Muhammadiyah 3 Bandar Lampung and the sample of the research was class VIII C consisting of 33 students. The activities were started from administering pre-test, doing treatment, administering post-test and distributing questionnaire to the students.

The instruments used were reading comprehension test and questionnaire. The reading test was administered twice: the first was pre-test and the second was post test. Pre-test was conducted to know the students' reading comprehension ability before being given the treatment and post-test was given to know the students' reading comprehension ability after treatment. The reading test consisted of 30 items in multiple choice form. Questionnaire was employed to collect the data of the students' responses about the implementation of TSTS strategy. In analyzing the data, t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

RESULTS AND DISCUSSION
Results
Based on the result of students' scores in pre-test, it was found that the total score was 1965. The mean of the data was 59.55. The highest score was 77 and the lowest score was 43. The English's minimal mastery criterion (KKM) SMPN Muhammadiyah 3 Bandar Lampung is 70. It can be seen from the result, there are only three students who get score > 70.

After being given the treatment, the researcher distributed post-test. Based on the result of post test, it was found that the total was 2363. The mean was 71.61. The highest score was 87 and the lowest score was 57. From the data of post-test score, there were 21 students who got score more than 70. The table below shows students' mean score of pre-test and post-test.

Table 1. Descriptive Statistics of Pre-test and Post-test

Descriptive Statistics

	Min	Max	Mean	Sum
PRE_TEST	43	77	59.55	1965
POST TEST	57	87	71.61	2363

From the Table 1, it could be seen that the students' mean score of pre-test and post-test was improved about 12.06 point after the treatment of teaching reading comprehension through two stay two stray strategy. Besides that, the highest score of pre-test was 77 and the highest score of post-test was improved to 87, in which the highest score gain was 10. The lowest score of pre-test was 43 and the lowest score of post-test was 57, in which the lowest score gain was 14. It indicated that there is a difference in students' reading comprehension achievement after being taught by using TSTS strategy.

Then, the scores from pre-test and post-test were analyzed by using paired sample t-test. The result of paired sample t-test showed that t-value was 19.406 and t-table was 2.037 because the value of t-value was higher than t-table (19.406>2.037) and the significant level is lower than 0.05 (0.000<0.05), it means that H_1 is accepted. It means that there was a significant difference of students' reading comprehension achievement before and after being taught by using TSTS strategy.

Besides that, there were five aspects of reading comprehension measured by using the tests. The table below provides the students' mean in the pre-test and post-test which covered five aspect of reading

comprehension.

Table 2. Comparison of Aspects of Reading Comprehension Means

Aspects	Significant Level	Improvement
Main Idea	0.033	Significant
Specific Information	0.001	Significant
Reference	0.000	Significant
Inference	0.094	Not Significant
Vocabulary	0.518	Not Significant

Based on Table 2. above, two stay two stray as a strategy improved the students' reading comprehensions in all aspects of reading comprehension. Moreover, the students' reading comprehension aspect in finding reference is the most improved aspect after being taught by using TSTS strategy and the students' reading comprehension aspect in vocabulary is the least improved aspect after being taught by using TSTS strategy.

Furthermore, the researcher distributed a questionnaire in order to investigate the students' responses after the implementation of TSTS in teaching reading. There were three indicators measured in the questionnaire. Those were motivation, interaction and social skills. The result of students' response about the implementation of TSTS strategy can be seen in the table below.

Table 3. Distribution Frequency of Students' Questionnaire

Indicators	Item's Number	Agree		Disagree	
		N	%	N	%
Motivation	1	27	82%	6	18%
	2	29	88%	4	12%
	3	28	85%	5	15%
Total		**84**	**85%**	**15**	**15%**
Interaction	4	25	76%	9	24%
	5	27	82%	6	18%
	6	26	79%	7	21%
Total		**78**	**79%**	**22**	**21%**
Social Skills	7	29	88%	4	12%
	8	28	85%	5	15%
	9	25	76%	9	24%
	10	27	82%	6	18%
Total		**109**	**83%**	**24**	**17%**

The table above shows the result of students' responses after the implementation of TSTS strategy in teaching reading. The results of the questionnaire showed that in term of motivation, 84 students responded agree and 15 students responded disagree. In term of interaction, 78 students responded agree and 22 students responded disagree. In term of social skill, 109 students responded agree and 24 responded disagree. It indicated that the students positively responded the implementation of TSTS strategy in teaching reading comprehension in term of motivation, interaction and social skills.

Discussion
The result of the research showed that two stay two stray strategy significantly improved students' reading comprehension achievement in narrative text. The students' mean score after being taught through two stay two stray strategy improved better and significantly. The students' mean score of pre-test was 59.55. Meanwhile, their mean score of post-test after being taught through two stay two stray strategy was 71.61, in which students' gain score was 12.06. In accordance with the finding, it could be stated from students' mean score of pre-test and post-test that there was a significant difference before and after being taught through two stay two stray strategy.

Based on the result above, it can be summarized that TSTS strategy was successful to improve students' reading comprehension achievement. The finding of this research was also consistent with the previous research conducted by Sukmayati (2014) and Hanifah (2014). Sukmayati (2014) proved that two stay two stray strategy was effective to improve students' reading comprehension achievement in review text and also she stated that TSTS strategy was effective to make students to be active participant in teaching learning process. In addition, Hanifah (2014) who conducted a research about the use of two stay two stray strategy in teaching reading report text found that two stay two stray learning model could improve students' reading comprehension in report text.

Based on the explanation above, it can be said that two stay two stray strategy was likely successful to improve the students' reading comprehension. In two stay two stray strategy the students should discuss the material in their own group and the other groups. Here, two stay two stray strategy gave positive contribution for the students' reading comprehension. Two stay two stray strategy give effect for the students to learn and share the information. The discussion in two stay two stray strategy also enhance the students' motivation. Since this strategy can help the students in building their motivation, the teacher can guide each group more intensively in the students' activity.

Furthermore, in order to answer the second research question the researcher also analyzed the improve of reading aspect in the pre-test and post-test. Based on the analysis, identifying reference become the most improved aspect after being taught by using TSTS strategy. According to Latulippe (1986), reference refers to word used either before or after reference in reading text. Reference in the text for the second grade of junior high school is pronoun reference. Pronoun are word that replace nouns. It refers to person, place or thing. In order to understand how pronoun reference works, the students should know the cue individuals use to interpret pronoun. According to Kral (2004), there are two cues to understand how pronoun reference works, they are gender and order of mention. The following is an example of order mention. *Jane was late for her appointment with Sue and she hurried to get a taxi.* We can assume

that *she* refers to *Jane*. It is because when there are two characters in a sentence the readers tends to focus more on the first-mentioned character than the second. The reason for this is that the first-mentioned character is more accessible in their memory of the text (Arnold, Eisenband, Brown-Schmidt, & Truswell, 2000). Gender is also a common clue in determining the referent of pronoun. The sentence illustrates that point. *Donald is bringing some mail to Michelle, while a big rain storm is beginning. He's carrying an umbrella.* The pronoun *he* is clearly referring to the noun *Donald*. The reason why the referent of *he* is so clear is because the name *Donald* is a gender cue, meaning male. The readers know that *he* could not mean *Michelle* (Bolland, Acker & Wagner, 1998). From the statement, it can be interpreted that the students know the words that replace nouns such as *he, she, it, them, her, him and they*.

Actually the second grade students of junior high school learn about pronoun or noun from elementary school so it gives benefit for the students to remember about it. Khristianawati (2013) states that when the students have graduated from elementary school, then they enroll to a junior high school, English is not strange anymore to them because they ever got an English lesson in the elementary school. It indicates that the students are familiar with pronoun reference but the students struggle to understand what the question means. In two stay two stray strategy, the students were successful in finding reference because when the students did not know how to answer about

reference aspect they can ask to the smart members to solve the problem and when the smart students explained it, the low level students were easy to understand it because they learned about pronoun from elementary school. The low level students just remember about pronoun that they have learnt before. So, it is not difficult for them to understand about pronoun reference.

However, students' reading comprehension in understanding vocabulary is the least improved aspect after being taught by using TSTS strategy, in which significance only 0.52. It is happened because the students are lacking in vocabulary. Qian (1999) states that vocabulary size and reading comprehension are highly and positively correlated. Laufer (1992) adds that the second language readers of English need to have a vocabulary of at least 3000 word families in order to have some knowledge of 95% of the running words in a text. So, for students who are not familiar with difficult vocabulary in a text, extracting meaning from the reading selection will not be easy. It indicated that lack of adequate vocabulary knowledge is already an obvious and serious obstacle for many students. Moreover, lot of research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Huckin, 1995).

The third research question deals with the students' responses toward the implementation of two stay two stray strategy in reading class. In measuring the students' responses, there were three indicators to be considered: interaction, motivation and social skills. The result of the questionnaire would be explained clearly in the following discussions. In term of interaction, 84% of students responded agree and 16% of them responded disagree. It indicated that students' response about interaction was positive. The students argued that they can share with each other and have responsibility to be the beat group and if they did not understand about the material, they can ask to the teacher easily when the teacher monitored them. According to Jia (2013), classroom interaction is vital to improve the effect of language classroom teaching and learning. In building the interaction, the researcher paid attention to all the students in the classroom. So, the interaction between the researcher and students was good. Interaction is really important in order to make the students enjoy in the process of learning. When the classroom interaction is good, the students would be motivated in joining the lessons.

On the motivation, the results of the questionnaire showed that 79% of students responded agree and 21% of them responded disagree. Seeing that, the students' responses about motivation was positive. The students argued that the motivation was improved because they can share and argue their idea easily. Some of them stated that they don't ashamed if they should ask to smart students and they felt enjoy in group work. This statement is in line with Quin (2006) most students enjoyed working with a partner and this gave them motivation to do their work. Motivation is a key component in

learning. If the students fell enjoy, then the learning atmosphere is positive and it can make the students more motivated, so, it can promote the students achievement in all skill.

Social skill is the last indicator which was measured. The results showed that 83% of the students responded agree and 17% of them responded disagree. The percentage indicated that the students had positive response on socials skill. The students assumed that by using two stay two stray strategy they take greater responsibility in teaching learning process. They knew how to lead, how to resolve problem, how to argue their opinion. According to Siegel (2005), the implementation of cooperative learning is to increase student's achievement and social skills development. So, by using two stay two stray strategy the students can improve their social skill in home discussion and stray discussion.

By seeing the discussion, it can be interpreted that the students have positive response about the implementation of two stay two stray strategy. Thus, the researcher assumes that this strategy is suitable to be used to promote the students' ability in reading comprehension achievement.

CONCLUSIONS AND SUGGESTIONS
Conclusions
In line with the data analysis and discussion, the conclusions can be drawn as follows:
1. There is a significant difference of students' reading comprehension achievement before and after being taught by using two stay two stray strategy.
2. Determining reference become the most improved aspect after being taught by using two stay two stray strategy and understanding vocabulary become the least improved aspect after being taught by using two stay two stray strategy.
3. The students positively responded the implementation of two stay two stray strategy in teaching reading narrative text. Based on the result of the questionnaire, two stay two stray strategy can improve students' motivation, students' interaction and their social skill.

Suggestions
Based on the conclusions above, the suggestions are as follows:
1. Since Two Stay Two Stray strategy can give significant difference in improving students' reading comprehension achievement, it is suggested to English teacher to apply Two Stay Two Stray strategy in teaching reading.
2. The English teacher should focus on each aspect in reading comprehension so that the improvement of reading aspects by using two stay two stray strategy is balance.
3. Since in this research two stay two stray strategy was modified to be appropriate to teach reading. It seems that it would be interesting for future researchers to implements this strategy in different skill and in the other monologue text and also in different level of students.

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